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Fiber – Facilitator's Guide

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Fiber – Facilitator's Guide

Lesson Goals

After this lesson, participants will be able to:

- Define fiber
- List the functions of fiber in maintaining good health
- Name two kinds of fiber
- List the functions of insoluble fiber
- List some food sources of insoluble fiber
- List the functions of soluble fiber
- List some food sources of soluble fiber
- Describe a plan for getting enough fiber in their diet
- Explain how to determine whether a product is a whole-grain food

Before Teaching the Lesson

1. Read carefully:
 - Lesson handout *Fiber* (NEP-15)
 - Lesson handout *Grains Group: Make Half Your Grains Whole* (NEP-202)
2. Review participant's NEP Checklist and 24-hour food recall.
 - Does participant eat the number of fruits and vegetables recommended by their MyPyramid eating plan?
 - Does the participant make half of her grains whole?
 - Does the participant eat beans and peas?
3. Collect food models, food containers and labels and comparison cards to use when discussing food sources of fiber.
4. Plan to demonstrate the importance of choosing low-sugar, whole-grain cereals. (Use Nutrition Facts labels from containers to show the sugar, fiber and vitamin contents of popular cereals.)
5. Plan how you will teach the lesson.

Teaching Tools

For Homemakers

- Fiber (NEP-15)
- Grains Group: Make Half Your Grains Whole (NEP-202)
- MyPyramid Worksheet (NEP-201C)
- 24-hour food recall
- NEP calendar
- Visuals: flip chart

- Fiber PowerPoint® Presentation
- Food models and comparison cards
- Food labels and containers
- Recipes for high fiber foods

For Youth

- Organwise "Basic Training for Better Health: Smart From the Inside Out"
- "Gimme 5" book and video
- 4-H Fantastic Foods- Tasty Tidbits Booklets "Here Come the Veggies" and "The Gritty on Grains"

Points to Stress

1. Fiber is the structural parts of plants that cannot be digested. As such, it has no calories. It is still an important part of a healthy diet.
2. The human body needs fiber to:
 - Help regulate bowel movements
 - Provide a feeling of fullness
 - Lower blood sugar
 - Lower blood cholesterol
 - Reduce the risk of developing certain types of cancer
3. There are two types of dietary fiber. Insoluble fiber, also known as "roughage" or "bulk," is easy to identify in food. It is the part of plants that feels as if it cannot be digested or dissolved in water. It includes seeds, skins, tough stalks and the bran of grains. The main job of insoluble fiber is to keep the bowels moving. By reducing the amount of time that food sits in the intestines, it prevents constipation. Food sources of insoluble fiber include:
 - Wheat bran
 - Whole grains
 - Fruits
 - Vegetables
4. The second type of dietary fiber is soluble fiber. Soluble fiber helps regulate blood sugar, removes cholesterol from the blood and reduces the risk of heart disease. Soluble fiber is found in:
 - Dried beans
 - Peas
 - Lentils
 - Oats
 - Barley
 - Fruits
 - Vegetables

5. For most adults, 20-30 grams of fiber per day is adequate. The best way to assure enough fiber in the diet is to follow your MyPyramid eating plan. It is particularly important to
 - Make half your grain servings whole grain
 - Eat the recommended number of fruits and vegetables servings
 - Follow recommendations for using beans and peas as protein sources
6. Reading labels is the best way to know if a product is a whole-grain food. Look for the whole-grain health claim on the label, "Diets rich in whole-grain foods and other plant foods and low in total fat, saturated fat, and cholesterol may help reduce the risk of heart disease and certain cancers." Foods that bear the whole-grain health claim must
 - Contain 51% or more whole grains by weight
 - Be low in fat
 - List whole grain first on the ingredients list
7. Whole grains commonly available in the United States include:
 - Whole wheat
 - Brown rice
 - Whole oats
 - Bulgur (cracked wheat)
 - Popcorn
 - Whole rye
 - Graham flour
 - Pearl barley
 - Whole-grain corn
8. The following are **not** whole grains:
 - Wheat flour
 - Enriched flour
 - Degermed corn meal
5. Using the *MyPyramid Worksheet* (NEP-201C) and the 24-hour food recall, discuss adequacy of fiber in the client's diet.
 - Does the participant eat the amount of fruits and vegetables recommended by her MyPyramid eating plan daily?
 - Does she eat the amount of whole grains recommended by her MyPyramid eating plan?
6. If the participant needs more fiber in her diet, help her develop a plan for increasing dietary fiber intake to recommended amounts. Use the NEP calendar to find recipes for high-fiber foods.
7. Provide the participant with recipes for high fiber foods.
8. If a child is present, provide a coloring sheet and crayons. Suggest the child draw pictures of some favorite fruits, vegetables and whole grains.

Ideas for Teaching Groups

1. Provide a variety of food models, containers and food labels. Ask the group to sort them into whole grain foods and foods that are not whole grain.
2. Provide some sample 24-hour recalls. Ask the group whether the person who provided this recall is getting adequate fiber in her diet. If not, how could she improve her diet?
3. Demonstrate one or more high-fiber recipes.
4. If children are present, have one assist you in preparing a high-fiber recipe suitable for a young child.
5. Involve the group in a brainstorming session. Ask group members to tell you all of the foods that come to mind for each of the following:
 - A high fiber breakfast food
 - A high fiber lunch or dinner menu item
 - A quick and easy high fiber snack

Ideas for Teaching the Lesson

1. Before teaching the lesson, review what you taught on your last visit.
 - What information has been used?
 - What new ideas have been tried?
2. Use the "Fiber" power point presentation or flip chart to teach the lesson.
3. Provide the participant with a copy of *Fiber* (NEP-15) and *Grains Group: Make Half Your Grains Whole* (NEP-202) Help the participant to identify some whole grains and high-fiber fruits and vegetables that she likes.
4. Use food models, containers and labels to discuss good sources of fiber. Practice looking for the whole-grain health claim and reading the ingredient label.

To Follow Up

- Ask the participant to tell you why fiber is important for everyone.
- Using the food models, have the participant select some high fiber menu options.
- Using containers and labels, have the participant show you some whole-grain foods.
- Review the food recall. Has there been improvement in the participant's dietary fiber intake?
- Ask if handout recipes have been tried.

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